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**Things
students
should know**

Stories on pages 8 - 10

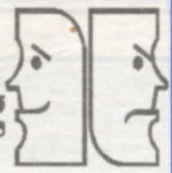


**Welcome to GSU
from President and
Deans**

See pages 6 & 7

**"A Chorus
Line" is coming
to The Center!**

Story on page 16



GSU ARCHIVES

GSUA 580-12

The INNOVATOR

Summer's over when . . .

These golden creatures appear on the roads in abundance. Be on the look out for them, especially in the early mornings and afternoons.

Edgar appoints Wolff as Chair of commission

Governor Jim Edgar has appointed GSU President Paula Wolff to chair the Commission on the Status of Women in Illinois.

Twenty other women will work with Wolff to promote equality and develop plans to eliminate the barriers women currently face.

According to Star reporter Susan Kiel Ryan, a spokesperson for Edgar's office related that the commission was established because the governor believes women are still faced with issues of equitable wages, "glass ceilings," and retirement and economic security issues.

The governor was delighted that Wolff agreed to head-up the commission. Wolff was chosen for her long record of involvement with women's issues.



\$21,000 reward offered to solve 1996 homicide of GSU student in Joliet - police department seeks information

by Cindy Kansoer-Schneider

"She's like the All American Girl. If you had to think of the biggest tragedy, this is that tragedy," said Det. Steve Bajt, Joliet Police Department, describing Jennifer Lynn Happ and her murder. Happ was a third grade teacher at Troy Craughwell Elementary School in Shorewood, Illinois, and a student in Governors State University Master's in Guidance Counseling program until her demise February 8, 1996. She was a 1987 graduate of the Durant High School, Durant, Iowa, received a bachelor's degree in teaching from Wartburg College, Waverly, Iowa and moved to Joliet, Illinois in the summer of 1993.

Happ knew few people in the area as well as her third grade co-workers and Ms. Kelly Neshiem. "On that day (of Happ's murder), she didn't come to school and we were very concerned," explained Trudy Bajt, who was a co-worker of Happ's and Det. Bajt's wife. "The roads were really slick and there were a lot of accidents in the area," said Bajt. She called the local hospitals and was informed that Happ was not there. It was decided that someone should go to Happ's condo and check on her. Trudy called her husband, Det. Bajt, and asked him to go to Happ's condo.

Det. Bajt found Happ in her condo with a single gunshot to her head. "We don't know if she knew who the perpetrator was," stated Det. Bajt. "It's all part of the mystery." It is not known if Happ was being stalked or possibly followed home from GSU. "At first we got some leads, but the leads started to dwindle down," stated Det. Bajt. "There is no way she could have been associated with anything that would deal with murder."

Being closely tied to Happ, Det. Bajt is not permitted to participate in the

**not the kind of
case you let sit**

devoted to her third grade teaching position and to her studies at GSU

investigation. "I feel like I've got to do something," Bajt stated, "so what I like doing is to keep her name out there. This is not the kind of case that you let sit and put it on the shelf." Det. Bajt, Trudy Bajt and Kelly Neshiem formed the "Friends of Jenn for Life" Committee that has raised in \$10,000 reward money with several activities.

Crime Stoppers of Will County has donated \$1,000 and the City of Joliet has donated \$10,000 to bring the total amount of the reward to \$21,000. It is hoped that the reward money will prompt someone to come forward with information that will lead to the apprehension of the perpetrator. Bajt explained, "The fact is, whoever is responsible for this is still out there walking around."

Jennifer Lynn Happ was born on December 18, 1968 in Davenport, Iowa and died on February 8, 1996 at the age of 27 years old. She was devoted to her third grade teaching position and to her studies at Governors State University. Happ is survived by her parents, David and Jeanne Happ and two brothers, Andy and Nick. Anyone who may have information in connection to Happ's murder should contact the Joliet Police Investigation Division at (815) 740-2244 or Crime Stoppers of Will County (800) 323-6734.



The late Jennifer Lynn Happ

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*We extend our thanks to the many contributors to
this edition of The INNOVATOR.*

The King's English

by Bruce Weaver



After a long absence, "The King's English" has returned. I want to say "thank you" to the many friends, colleagues, and enemies who have stopped me to ask, "When are you going to write 'The King's English' again?"

My positive response is because of the new INNOVATOR staff.

Of course, the real compliment to the column will be when a GSU student takes my grammar articles and clips them for future reference.

The column was originally intended to help GSU students pass grammar tests and writing assignments; if I have helped one student to achieve either of these objectives, the column will have served its purpose.

Carlin says euphemisms are a form of lying

"Slanging Around" was a semi-regular feature of the column where I would poke fun at the inconsistencies of the language on a regular basis. This week, I'll devote my efforts to describing a crazy book that is spiraling up the best seller lists.

The book is written by George Carlin, the successor to Lenny Bruce, and the title is appropriately called "Brain Droppings."

Carlin's stand-up comedy, as well as the wit contained within his book, has evolved to the point where much of his biting sarcasm now focuses on American euphemisms.

The American College Dictionary defines euphemism as a "substitution of a mild, indirect, or vague expression for a harsh or blunt one."

Carlin protests against these substitutions by saying that we are taking the original meaning of the words and erasing their impact.

The book is written a la E.E. Cummings, with such bombings as these:

Seems to me it wasn't long ago that when an OLD PERSON DIED
the UNDERTAKER put him in a COFFIN...Now when a SENIOR
CITIZEN PASSES AWAY, he is placed in a BURIAL CONTAINER.

Carlin says that euphemisms are a "form of lying," and we should get rid of these replacement words so that people can understand what we really mean.

Along with these idiotic, death-related euphemisms, Carlin includes words that have been turned into devices that do not make sense in the English language. For instance, how many times have you heard network news anchors say that a building "imploded" instead of "exploded?" Carlin comments:

Collapsing a building with explosives is not an IMPLOSION. An
IMPLOSION is a very specific scientific phenomenon. The collapsing
of a building with explosives is the collapsing of a building with explosives.
[The definition of an IMPLOSION] is an inward collapsing of a building,
following a series of smaller explosions designed to make it collapse
inwardly.

Carlin the quipster becomes Carlin the realist when he describes some other absurd expressions that continue to remain in the English language.

These sayings often have double meanings. We can give a literal definition, but along with the literal definition there is a hidden one. Carlin rightfully questions these hidden definitions by lambasting the literal meaning.

For example, consider the expression "That guy was OUT LIKE A LIGHT."

"OUT LIKE A LIGHT" has two meanings. First, a guy became unconscious and second, he became unconscious very quickly — in the time it takes to "click a light bulb on or off." This is Carlin's viewpoint: Why do we say OUT LIKE A LIGHT? The primary function of a light is to be lit, not to be out. Why choose a light to represent the concept of being out? Why not, ON like a light?

Carlin, of course, is saying it is better to say what you mean. Yet, that will never happen in English nor any other language because euphemisms are a way of life in every language, varying from time to time and age to age.

With regard to this variance, Carlin never mentions in his book that in the Roaring Twenties, the euphemism "making whoopee" was created to describe pre-marital sex. It was a way to clean up the phrase for parents while still shouting defiance in a safe way. There remain many delicate subjects that are just too much to take for some people. Consequently, euphemisms were created so that the speaker wouldn't feel too guilty about mentioning a particular phrase while at the same time allowing for some secret fun at the listener's expense.

Although I agree with Carlin that government has sought to white-wash and clean up every "harsh" phrase to ridiculous lengths, I do not think that euphemisms can be taken out of the language completely.

We can use language to cover up important issues, and yet at the same time scream the issues to an audience that can be listening for them. A good example of this comes from the former Soviet Union.

When the communists were in control, the comedians would go to great lengths to put jokes in their routines that had double meanings. These jokes would get past the censor, but communist officials were baffled by the loud laughter induced from such seemingly simple jokes; the officials could not perceive the joke's other level of meaning.

For an understanding of this type of humor-beneath-the-humor, listen to Yakob Smirnoff, the Russian comic who defected to the United States in the late 1970s.

Between classes, read Carlin's "Brain Droppings." It's funny, bright and witty and might get you thinking about those phrases you go about mumbling every day.

Making whoopee was created to describe pre- marital sex.

Psychology Club Meeting

Tuesday, September 16 from 6:30 to 8 p.m. in Room A2134. Pop and pizza will be served. Come and get acquainted at this "Welcome" meeting. Call Tiffany at (773) 549-6141 for more information.

WAR STORIES

The necessary transition experience in the process of learning "How to Kill Commies for Christ" — or — The Devil's Yoga

by Robert Kehoe

"Qui temere crediderit, facile errabit." -- Those who believe blindly err easily.

This is a "war story." As with most war stories properly told, this one requires some background information.

As a kid, I had two ambitions: to become a priest or a U.S. Marine. If this seems paradoxical, a simple explanation should suffice with only slight allusions to my socialization process.

As a sibling within a staunch Irish Catholic family, it was almost a duty to aspire to the priesthood. Furthermore, my lineage included a long list of relatives who served in both world wars and Korea. If the seminary didn't work out, I would join the Marines.

At the time, love of God and killing my country's enemies didn't seem mutually exclusive. Like many American families, "God and Country" sentiment coursed resolutely through our veins.

Four years in the seminary ended in disillusionment. Although I felt I had developed into a caring, socially active champion of souls, the "good fathers" decided my vocation lay elsewhere.

Unfortunately, they thought my newly acquired penchant for rebelliousness didn't fit the mold of the religious life: I questioned what shouldn't be questioned, read books regarded as "dangerous," and worse, I kept the company of women (afterall, they had souls, too). Mea culpa.

When the church doors slammed shut on my stained-glass aspira-

"Flower children" were beginning the "summer of love." I was beginning what I now call my "summer of hate."

tions, I found the U.S. Marine Corps more than willing to welcome me into the olive-drab ranks my visions of John Wayne glory inspiring me to rid Southeast Asia of communism and debunk the Domino Theory.

Where my religious quest failed, my patriotic quest beckoned. Perhaps I could synthesize both. Yes, the Marines would make me a freedom fighter in Bishop Fulton J. Sheen's crusade against the communist threat.

I would go forth in battle armed with the halo of righteousness and the M-14 of justice: "Praise the Lord and pass the ammunition." What I didn't know was that I was about to embark on a journey from the sublime to the ridiculous.

Two weeks after my high school graduation, I was at the Marine Corps Recruit Depot in San Diego, California -- "boot camp." The date was June 28, 1967. I was 18 years old. In San Francisco, the "flower children" were beginning the "summer of love." I was beginning what I now call my "summer of hate."

Boot camp was a place in the sand where so-called "civilian slime" (adolescent recruits) were transformed into Marines. The experience was metamorphic. The training was more than the development of physical prowess, discipline and combat skills. We were tested physically, mentally and emotionally beyond what we thought could be endured.

The drill instructors were all career Marines and Vietnam veterans. More than anything else, they were responsible for instilling an attitude which would prove most conducive to survival in a combat situation. The end result would be a psychological transformation in the mind of the recruit expressed as "getting with the program."

Fear and punishment were prime motivating factors. Errors were lethal in combat. People would die through lack of attention and ignorance. Thus, if you screwed up in boot camp, blood flowed often, especially in the first month. Although terrified, I remained highly motivated not to repeat errors in drill, protocol and unquestionable obedience. My rebelliousness wavered.

After a month of continuous depersonalization routine, we were transported by bus to the Camp Pendleton Rifle Range for two weeks. During this time, the climax of our training, we would become semi-automatic, gas-operated extensions of our M-14 rifles. Yes, we even slept with them.

The first week was spent "snapping-in." These exercises con-

sisted of learning the various shooting positions: standing, kneeling squatting and prone. While holding these positions, the drill instructors would adjust the sling of the rifle around our upper arms for support and stability. We maintained these positions for prolonged periods while the desert sun baked us to insensibility. Pain was followed by numbness. Some recruits passed out. I have since called these exercises, "the devil's yoga."

The second week was spent shooting live rounds of ammunition at targets. We practiced shooting in our "devil's yoga" positions at increments of 100, 300 and 500 yards. On the last day of rifle range training, our shooting skills would be scored: marksman, sharpshooter and expert.

If we didn't "qualify," we would be forced to repeat the two weeks. This also meant not graduating with our original platoon. The stakes were high. It was the day before qualification day when I experienced my paradigm shift.

Errors. I kept missing the target. Instead of squeezing the trigger, I was jerking it back abruptly -- anticipating the sound and recoil of the rifle. NOT GOOD. After repeated attempts to correct the situation by verbal abuse, blows to my head and seemingly endless push-ups, the drill instructor was losing his patience. NOT GOOD.

Error control commenced: "Private Kehoe, you're thinking too GD much; but I know how to correct your problem. Stand at attention you piece of s---."

He grabbed the tip of my trigger finger and put it in his mouth. While I stood at attention, he bit down long and hard. He chewed and gnawed. I dared not cry out. I just stood there in pure Spartan style and took the pain. Seconds seemed like minutes. Again, acute pain eroded to dull numbness. At last, he removed my finger from

He chewed and gnawed. I dared not cry out.

his bemused mouth. "Now shoot straight, f--- face," he commanded. He threw the rifle at me which I caught instinctively.

After I ascertained the continued presence of my finger to my right hand, I wiped the sand and sweat from my face and assumed the prone position. I sighted in on the target 500 yards in the distance. My trigger finger was completely numb.

I flexed it repeatedly. My ears were ringing from the noise of the rifles going off next to me. Sweat on my forehead again. Damn! Only a vague sensation confirmed my finger on the trigger. My heart was racing, but I managed a deep breath.

Breath. Pressure. Squeeze. Pressure. BANG! The rifle jerks my shoulder. Acrid smoke filtered into my nose. Surprise! A few moments later, the signal for a "bulls eye" waved over the target.

"Out-f---ing standing, Private Kohoe. You will continue shooting bulls eyes, won't you?" he yelled.

"Sir, yes sir," I shouted back. He was right. I got a sharpshooter's score.

As a result of this incident, the paradigm shift had occurred. I began to "get with the program." My success at hitting a target became associated with non-thought and numbness. Lack of thought and feeling became equated with my ability to survive in chaos. Reaction and instinct became qualities to value. I realized what was expected of me. My romantic and idealized notions of quest and crusade became displaced by the cold-steel reality of setting up a human being in my sights and pulling the trigger.

No...can't think. Breathe. Pressure. Squeeze. Pressure. BANG! And the universe more disturbed. . . Prone. . . on the sands of deserts. Kneeling. . . behind the bamboo of jungles. Squatting... within pine scents of mountain forest. Standing. . . in the backyard of everywhere.

Burn, burn, burn. I thirst. Water. "Forgive them; for they know not what they do." I repent. Mea maxima culpa.



Double Standard Demeans Native Americans

by Ted Spaniak, Managing Editor

There is occasion and causes why and wherefore in all things.
—William Shakespeare (Henry V; V.i.3)

Shakespeare's sweeping statement is probably true most of the time, but it can't stand up to an inexplicable double standard sewn into the fabric of this country's belief system: the American peoples' overwhelming apathy and inability to see that Native Americans are all too often portrayed and regarded in a cartoonish fashion. What is the why and wherefore of this?

Often, Native Americans are not perceived as existing here and now but are seen as irrelevant, static stereotypes locked in the past. The majority of exposure the average American receives about Native Americans comes from the narrow images the media and corpotalists (corporate-capitalists) send us.

For instance, while looking through a children's magazine with my almost three-year-old boy, I came upon a page of costumes for little kids. My child could choose a costume from four different "professions": doctor, nurse, construction worker, or Native American (Ooh, Daddy! I want to be a Native American when I grow up). And not just any Native American. My child would get to be the flashy kind with the feathers, and the leathers, and the teepee.

"So what? Indians wore that stuff, didn't they?"

Of course they did, but only certain tribes. There is a wide variety of Indian garb and dwellings. The problem with a children's magazine portraying the Native American in this way is that it exacerbates an already myopic vision of Native Americans.

The child perceives this image of the "Indian" as the only representation of the "Indian" and then grows up in a country that ubiquitously reinforces this cartoonish commodity by portraying them inaccurately or stereotypically in magazines, advertisements, books, and movies — not to mention naming vehicles and sports teams after them.

The corpotalist giant, Disney, is one of the reasons why the children's magazines are exploiting the Native Americans. Disney teamed up with McDonald's to foist the sugary-sweet Pocahontas on the callow minds of the nation's children.

They didn't worry about accuracy; they couldn't. They figured that no kid would want to see a movie in which Pocahontas, who in real life was not much of a looker, is kidnapped against her will and made to marry John Smith. Bad marketing.

Instead, we get the Barbie-doll/noble savage who teaches the rough European explorer about nature. Harmless? Perhaps if it was an isolated incident. Unfortunately, it's just another piece in the huge jigsaw puzzle of hypocrisy, arrogance, and dark irony that perpetuates the Native American as a cartoon/commodity.

Try naming a team the Coloreds, Darkies, Chinks or Yellowskins and watch how the spit hits the fan.

There is great irony in the fact that Jeep has named its off road vehicle the "Cherokee." Where does a utility vehicle go when it's off road? Why, it blazes its own trail!

And what better name for a vehicle that blazes its own trail than "Cherokee"? After all, the Cherokees were very familiar with the trail, especially, the "Trail of Tears" — the forced removal of their nation from Georgia in the 1830s in which Andrew Jackson's army made them walk to Oklahoma.

As a result, two-thirds of the Cherokee nation perished. (Incidentally, the government liked this maneuver so much, they repeated it in 1864 when they marched 8354 Navahos 300 miles. But this time only 2500 died, proving that the government was indeed capable of a kinder, gentler genocide).

"So what? That's way over a century ago! You're just being over-sensitive and politically correct."

No. When it comes to the images we send regarding the Native American, political correctness does not even begin to apply.

Political correctness (which is, by the way, something I detest) usually makes mountains out of mole hills. However, what is being done to the Native American is the reverse: a mole hill is being made out of a mountain of hypocritical hubris coming directly from the American people.

If this is not the case, then why are Native Americans the only race of people on the planet being used as mascots. Mascots! Am I wrong to think that a race of people should not be put into the same category as Sox, Sea Hawks, and the San Diego Chicken?

The Washington Redskins is the most blatant example of the mascot insanity that circulates throughout the nation. Try naming a team the Coloreds, Darkies, Chinks, or Yellowskins and watch how the spit hits the fan.

Or better yet, try coming up with an African American or Asian version of Chief Wahoo, the clownishly grinning, red-faced, outrageously stereotypical caricature that adorns the Cleveland Indians cap.

Imagine putting your conjured image on the cap of a new baseball fran-

chise. It's unthinkable. But we let it exist in Cleveland. How? How? (pardon the pun) How?!

There is, however, a more disturbing point beneath this absurdity: It's not that most of America is insensitive to issues like these; it's that most of America is completely desensitized.

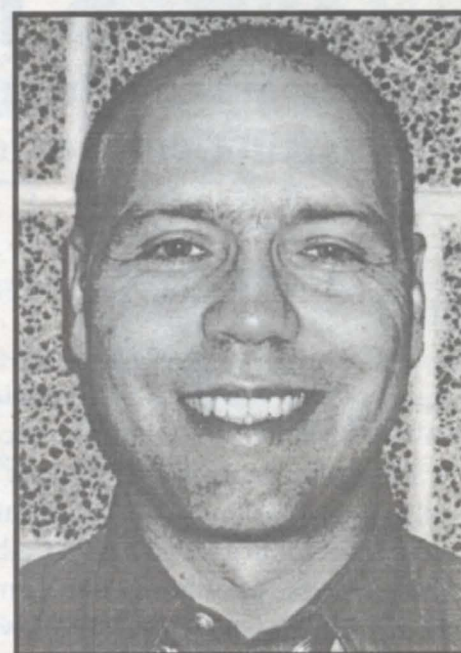
Whatever it is that has caused people across this nation to accept Native Americans as cartoon/commodities and feel good about it is what is at the root of this inexplicable double standard towards Native Americans.

What makes this double standard even more absurd is the hypocritical irony that surrounds it. For example, defenders of Indian mascots will often say, "Our team is not trying to be insulting — we're simply paying tribute to the proud and fierce nature of the noble Indian."

First of all, these are empty, meaningless stereotypes; all Indians are not proud, fierce, and noble. Just like every other group of people, some are insecure, cowardly, and dishonorable.

Secondly, consider the irony of the Washington (as in our nation's capitol) Redskins. If we, as a nation, love the Indian so much, why is it that our government has broken every treaty (nearly 400) that it ever made with the Indians? Is there just a little bit of irony here?

U.S. soldier: "Hey, little squaw. Now, I know we're about to break our treaty again and obliterate you and your little nursing papoose there, but...what's that? Yeah, I know the Constitution says we're supposed to uphold the treaties we make, but get a load of this: Someday, we're gonna name a sports team after you and your proud people — 'cuz you're courageous



They had the dead Eskimos stuffed and exhibited them on the stage with the one who was still alive.

and noble and stuff like that." BLAM!

What a glorious past we've had. President Theodore Roosevelt once proclaimed: "The Indians never had any real title to the soil...The man who puts the soil to use must of right dispossess the man who does not." Too bad Teddy forgot that many tribes had been farming for thousands of years. Oops. But that's okay; he was only the freaking President of the United States.

"So what? The government stopped making treaties with the Indians in 1871. It's 1997; don't live in the past, you politically correct, bleeding heart, liberal bastard. C'mon, we used to have slavery, too. And Blacks still had separate water fountains until just over 30 years ago — but that doesn't exist anymore so get over it!"

Sorry. This has nothing to do with being liberal or conservative (of which I'm neither), and I can't get over it because that is not the point. The point is that by allowing Native Americans to be mascots, we perpetuate the extinct, diorama-feel about them.

Our attitudes about Native Americans have been hard to believe. According to Native American author, Sherman Alexie, early this century at the New York World's Fair, Eskimos were brought in as exhibits.

Due to their inability to cope with viruses their immune systems were not prepared for, all but one Eskimo died during the exhibition. However, the people in charge decided all was not lost; they had the dead Eskimos stuffed and exhibited them on the stage with the one who was still alive. Is this the way in which people should be treated or the way in which cartoon/commodities are treated?

Like the Eskimos in the exhibit, Native Americans today are frequently perceived as if they are not real. Instead, they are regarded as curiosities, cartoons, ghosts, legends, mono-syllabic simpletons (i.e. Tonto) and, most of all, mascots.

As long as there is the Atlanta Brave's ludicrously demeaning "tomahawk chop" mockery, Chief Wahoo, and the Washington Redskins, we — like the people at the World's Fair — are watching a surreal exhibition that strips Native Americans of all human dignity and turns them into a cartoonish, carnival-like commodity.

"So what?"

All right, so what. I can understand that people simply do not have time in their overwhelmingly busy lives to be concerned with this. One can only find so much in the heart to care about.

But even if you don't care, can you at least admit in Euramerican heart of hearts that, with regard to the Native American image, we live in a state of absurdity?

Answering the why and wherefore of this perplexing double standard is beyond me. However, until we as a nation can admit how fundamentally hypocritical our exploitation of the Native Americans is, we will remain locked in a self-imposed dark-age, unable to see past our xenophobic apathies.

Aspiring to be like an eagle, or an American Indian

by Denise Graham Zahn, Editor

"We are the Eagles. Mighty, mighty Eagles. Everywhere we go people want to know who we are, so we tell them. We are the Eagles. Mighty, mighty Eagles." That's who we were back in high school --the Attica Eagles -- and very proud of it. We weren't the rats, the rodents, the worms, the bums or the thieves. We were proud of our team and our mascot embodied the spirit of our team. My point is that in and of itself, having a mascot named after you isn't a bad thing. While I would agree that "Red Skins" has a negative connotation, I make that an exception and not the rule when it comes to viewing American Indians/Native Americans as cartoons.

Take a look around you, Ted. How many states, cities, towns and streets can you list off the top of your head that are derived from American Indian tribe names? How about Illinois? How about Sauk Trail? Hmm! Do you think people named these important locations after American Indians to insult them, or because they hated where they live? I don't think so.



Jessie Holloway

Since the beginning of time countries have been overtaken. There were winners and there were losers. The American Indian way of life as it was before the 1850's was destined to disappear. We don't live the way we did back then, either. That's just the way it is. It is difficult to maintain a way of life and preserve your heritage and yet be a part of mainstream America.

Don't romanticize, though. The American Indians/Native Americans fought among themselves and had slaves, so a pedestal isn't exactly where they belong, either.

Anytime masses of people come in contact that haven't been in contact before, diseases will be passed because of a lack of immunity. That isn't maliciousness. It's nature.

Now let me go on to your reference to the Jeep "Cherokee." Ted, you are living in America. Surely you know that Americans love their cars. Once again, the name embodies the spirit of adventure that we attach to our vehicles. It's like a totem to us. The spirit of the Cherokee goes with you as you ride your gas-guzzling four-wheel drive -- but it's so cool! Now you might object if the practical but less adventurous Escort was called a Cherokee, but it isn't.

Regarding Pocahontas, again I say, you are living in America. People will not pay to see the ordinary. They want out of the humdrum and into the magic. We all want to believe in magic. It's called literary license, and it is commonplace -- not restricted to stories about American Indians/Native Americans.

OK. Let's move on to garb. Now we know all Scotsmen don't wear kilts everyday. When we think of traditional garb, though, that's what we think of them wearing.

The same is true in regards to the American Indians. I have been to several exhibitions, and they wear brightly colored, beaded and feathered garments. Do they do that to demean themselves, or is it the ceremonial wear that is associated with their heritage? Do I know every type of clothing American Indians wore? Of course not, but so what? What I see is the beauty in what they did create. American Indians/Native Americans must find their place in today's world.

Did you know there are a trillion different languages spoken by the Indians. They had very little unity themselves in the past. Certainly I don't see owning casinos as a lofty enterprise, but they seem to be making headway in finding a major money-making business to support themselves.

By the way, did you hear about a month ago that some tribal leaders on several reservations were living in homes that cost like \$400,000 while their people were living in squalor? Can that somehow also be blamed on my apathy?

The American Indians/Native Americans have land. Yes, I understand that it is land that no one wanted but look at Las Vegas -- and they don't pay taxes. History is not to be undone but the American Indians are not just a part of our history. I would even venture to say that a majority of Americans have some American Indian blood running through their veins.

Take a look at my great-great grandfather, Jessie Holloway. He was full blooded Cherokee, abandoned and adopted by the Holloways from whom I descended on my mother's side. Far from viewing American Indians as cartoons, many people see them as having a connection with the spirit world and the world of nature. That's a very good thing. It's something we need today. Perhaps they could capitalize on that aspect of their heritage by teaching the rest of us. Practically speaking, they could probably earn a living teaching us a more nurturing way of life.

Their story is a sad one, though I am sure not unique. I don't think it is much different among the Indians in Canada. Oh! Before you jump down my throat for using the term "American Indian" as being derogatory and less politically correct, I see it as a-political. Native American to me sounds very political, as if being the original inhabitants of this land will carry some political weight. If we want to be historically correct, none of us should really be called Americans and this shouldn't be called America at all -- but that's the way it is, and I like it.



Jo Shaw's Boys (and Girls) of Summer

by Mari Ann Mailhot

Have you noticed the pristine and picturesque beauty of the GSU grounds? From the annual flowers that garnish the entrance at Steunkel Road to the lavish university grounds, the enthusiasm and boundless energy of Jo Shaw and her crew shines through.

Shaw, the landscaping manager, has a bachelor of science degree in education from Utah University and is entering her 14th year at GSU. She is responsible for maintaining 90 acres of GSU property which includes Wayne House, Hantack House, the Conference and Technology Centers, the Planning Building, and the baseball fields.

With this kind of workload, Shaw needs all the help she can get. So, in addition to a terrific team of five, full-time staff members, Shaw also hires

five part-time, traditional-aged college students to cultivate the campus grounds for the summer.

The part-timers have to be versatile to be effective. Shaw explained that her workers need "grunt power" -- especially if they are to operate a 20 pound weed-eater. They also need a meticulous eye for planting flowers, weeding, watering, maintaining the greenery inside the main entrance of the university, and cutting the grass twice a week.

All of the summertime workers have finished at least one year of college and have intentions of going back. Shaw comments, "These are a great bunch of kids and they are very hard workers -- the best group I have ever had."

In fact, she was so impressed with these kids' sense of responsibility and

commitment that she asked The INNOVATOR to acknowledge them for their hard work and commitment to excellence. GSU's "Fab Five" Boys and Girls of Summer are Cathy Byrne, nursing major at Marquette University; Danielle Durante, education major at Prairie State College; Brian Galbrieth, computer science major at Lake Forest College; Mark Kezioric, business major at Milligan University and Joe Biddley, engineering major at Bradley University.

Jo, all we can tell you and your crew is, "Congratulations on a job well done, and we hope the 'Fab Five' have their best school year ever!" The boys and girls of summer will be missed.

Welcome to GSU from your student newspaper, The INNOVATOR

This is your student newspaper, and we want it to be the best our combined efforts can produce. That should be pretty darn good.

If you would like to be a part of making this paper happen, come to a Wednesday 1:30 p.m. meeting at The INNOVATOR office or call (708) 534-4517. Even better, talk to someone on our staff.

We want this paper to get better and better, so we need people with great ideas, who want to learn and grow.

Right now, we could use a layout person experienced in Pagemaker 5.0 on a PC. We also want advertising sales representatives, writers and a photographer or two.

You can get credit for your participation, too. It's great experience, and excellent for your resume.

Welcome to GSU!
The Editor and Staff

In this issue, we feature the intense and powerful work of GSU English major, Robert Kehoe. All "War Stories" published in The INNOVATOR are true. It's not necessary to have seen action to submit a war story; you just need to have been affected by war in some significant way. The INNOVATOR wants to publish your war story. Drop your submission in our mailbox hanging on the 2nd floor, office door. We're right near the TV lounge.

Welcome to. . . .

From the President of Governors State University

Welcome (back) to Governors State University. We are excited to start the new academic year and look forward to your enormous contributions to the university.

It is our continuing hope that we can make Governors State the university which lets you fulfill your dreams and which your needs. The most important way that you can contribute to this is by letting all of us know how the university can best meet your needs. We genuinely want to hear from you. I have open office hours every trimester during which I am available to students. This trimester they are Mondays from 3 to 4 p.m. and Wednesdays from 3:30 to 4:30 p.m. If those times are inconvenient for you, please call my office at 534-4130 and set up an appointment for another time.

Why GSU leads the pack:

You are attending a university which is making great strides in higher education. We are the only public university over the last several years whose enrollments have grown. Over the last four years, enrollment has increased by 22 percent. Graduation last year included 17 percent more students than it had the year before. The students are extremely successful when they graduate and are scoring in the 90th percentile and above on such things as the State Education Certification Exam or the National Speech Pathology Exam. During the last three years, we have begun to increase the number of programs which we know will prepare students for significant and high demand jobs in the changing economy. We now offer the bachelor's and the master's degrees in accounting, and a bachelor's and master's in Early Childhood Education. The master's in Social Work will be beginning in January. The master's in Occupational Therapy and Physical Therapy are currently going into the second year. A new Integrative Studies degree will offer a strong liberal arts program at the bachelor's level.

Technology at Governors State is an integral part of what we teach and how we teach it. Using the imagination and creativity of our faculty and staff, as well as upgraded facilities throughout the institution, we hope each of you will take advantage of the capacity to learn how to use technology appropriate to your field. We also hope that you will take some distance education or computer-based courses in order to examine new ways of learning.

Diversity: We continue to emphasize the importance of cultural diversity and the building of community throughout Governors State. Whether it is in the curriculum or in the special student activities offered here, we hope to celebrate cultural differences and expose all of our students to international and national differences. This year, we will be welcoming new international students and faculty, as well as more Fulbright Fellows to our campus. We hope that everyone will have the advantage of being exposed to new ideas and perspectives through the university's emphasis on community built through diversity.

In closing, I want to thank you on behalf of the entire university for registering at Governors State University. We know we have among the best students anywhere and it is truly our pleasure to have dedicated and thoughtful people populating the university classrooms. Our satisfaction comes from learning with you and watching you grow and accomplish your goals. We look forward to seeing you succeed and learning how to have the university be most effective in helping you do this. Please let us know how to make your time at Governors State profitable and beneficial for you and, again, thank you for being here.

Sincerely yours,
Paula Wolff
President

From the Dean of the College of Education

We welcome you back, and hope that you are as enthusiastic about the new year as all of us in the College of Education are.

As you come back, you will find that there are new faces among the faculty. Dr. Susan L'Allier joins the Education faculty as a university professor after several years working in public schools and completing her doctoral studies at Harvard. Professor Cheryl Mroz has moved from the College of Health Professions to the College of Education; she will teach in the infant and toddlers strand in the M.A. in Early Childhood Education.

Dr. Robert Nejadlo, a state and national leader in the training of counselors, will serve as a visiting professor one year in the Counseling program; students in the counseling program will be fortunate to work with him over this next year.

Professor Missy Jones decided to leave GSU to return to Texas to a position as assistant superintendent in one of Texas' larger school systems. We regret that she decided to leave; we wish her well and expect to hear soon about her accomplishments.

We have added to the programs that the College has offered for several years, the bachelor's and master's programs in Early Childhood Education. Professors Diane McClellan and Sharifa Townsend have spent the last two years working very hard to develop these new programs that are responsive to the continuing and exciting discoveries in child development and in early childhood education.

During the last year, the School Psychology program was submitted for review by the National Association of School Psychologists and was accredited.

During the next year, the college will continue to review and improve its programs. The participation of our students and our alumni in this process is crucial. Sometimes we will ask for your help by sending you questionnaires; at other times, we will invite you to meet in person with us. We hope you will take the time to provide this help.

We will specifically need your assistance in the fall and early next year. In late October, a team from the Illinois State Board of Education will be on campus to review all of the teacher education programs at GSU. We are anxious that the team members meet the students in these programs so they can learn first hand what excellent graduates leave here to seek jobs in the elementary and secondary schools.

In early winter, representatives from the Counseling for the Accreditation of Counseling and Related Education, will arrive; we want to insure that our counseling students have a chance to meet with these team members as well.

There has been considerable activity in the college to make critical information more accessible to current and prospective students in the College. Professor Jeffrey Kaiser continues to maintain a listserv and a homepage page for the Educational Administration program. Professor Linda Buyer has taken on the job of developing webpages related to the Division of Psychology and Counseling.

Nick Battaglia is hard at work moving student handbooks, various forms and other information about education programs to the Web. Look for announcements in the College of Education area about how to access these pages.

We want your experience to be first-rate this year again. Feel free to contact me at 534-4050 if you wish to comment on your experience.

Larry Freeman

From the Dean of the College of Business and Public Administration

As a newcomer myself, I can share your feelings on starting the trimester. There are so many things to learn! New people, new systems, new procedures.

One of the first things I noticed about GSU was how friendly and helpful everyone is, and that they are deeply interested in the students. Everyone wants the students to be successful in their coursework and in their careers, and everyone is willing to help the student get everything he or she needs to be successful.

One of the most widely accepted factors in student success, though, is up to the student -- how much he or she becomes involved in the life of their college and university. By this, I mean not only studying, homework and class participation but also the extracurricular activities that are so much a part of the traditional residential campus. Here, on a commuter campus, those extras are even more important.

Students who participate in student government, join interest-based student organizations or attend seminars and other events not on their class schedule create a wider world for themselves. The experiences they accrue will make them more valuable employees and better citizens, with the added bonuses of having fun and expanding their network of contacts.

In the College of Business and Public Administration, we have 11 student organizations and two investment clubs. University-wide there are dozens of other interest-based groups. These organizations are open to all students who are interested.

You have already taken your first steps toward success by enrolling at GSU. Earning a college degree is essential in many fields today, and an advanced degree gives its holder an edge over competition.

Many of you are "traditional" college students, completing your education before beginning your career, with little experience in the workplace. Many of you are "non-traditional" college students who have returned to complete a degree as more mature adults, with work experience and family responsibilities. This diversity enriches your learning experience and makes the GSU environment unique. In some ways, you will learn as much from each other as you will learn from the formal classroom teaching. Each of you has a valuable contribution to make to your own learning experiences and your own success.

I encourage you to explore the possibilities.

William A. Nowlin

Governors State University

From the Dean of the Center for Extended Learning and Communication Services

Welcome (back) to GSU. I would like to address the subject of technology and how it is changing higher education because it is a reality that will affect all students here and elsewhere.

Technology is driving the process of change in higher education. That is the position I come from in my work, and that is a position a lot of people have begun to take. From my perspective there is a major shift taking place in higher education, moving from a primarily campus-based, scheduled, learner-centered context to a position of serving the time/space-independent learner. That's kind of a continuum, and where each institution will settle on this continuum, depends on its mission and strategic plan.

Many institutions are going to undergo a significant cultural change that will result in substantial changes in instructional design and courseware. Increasingly, we are going to see multi-modal or mixes of technology used to deliver instruction. It's important to point that out because of the time/space-independent nature of where we are going, phraseology like "distance learning" is out of date.

Technology will allow the faculty to interact with the students in so many ways that distance becomes a secondary factor. The instructor may be working with a very residential student body, and the student may be working in the lab on part of their coursework or at the dormitory or in the library. In many people's minds, that is not distance learning in the historical context but that same kind of instructional design can be used to serve the student half way across the country.

How each institution embraces technology is going to be driven by the vision from the top, the strategic plan, the type of students they attract; so that at one extreme, the traditional residential campus will embrace technology in a way that will help to empower the faculty and students within the confines of the campus environment. They're obviously going to be using a lot of educational resources and knowledge that they will import into the campus through the various networks they have in place. It's not a closed system.

The marketplace is going to be the driving force in getting faculty and staff to buy into new technology. We're moving toward a learn-it-anywhere, access-to-multiple-institutions environment, so that the relatively isolated learner now has a plethora of educational options. The same is true for the individual in the learning-rich environment. The learner is going to be in a more powerful, more decisive position in terms of determining where he or she wants to go. If the academic program doesn't suit his academic and professional needs, he is not going to go to that institution. So it gets down to a bottom-line kind of thing. If the academic program does not provide the right content, does not use the best delivery systems, and is not responsive to what the marketplace is saying the learner needs, the enrollment is going to go down.

If you have the leadership component from the upper levels of the institution combined with what is historically called the continuing ed or outreach people (these are people who have over the decades understood how to be sensitive to faculty and student needs) then we can create constructive new learning environments. I think those kinds of developments are going to evolve into a faculty-and learner-sensitive infrastructure.

Lee Zaborowski

Alpha Omega Chapter shares reading ideas to expand literacy

As a GSU student this trimester, you're certainly promoting your literacy — but what about your kids'? How can you help to expand your children's literacy as well?

GSU's Alpha Omega Chapter of Alpha Upsilon Alpha, the International Reading Association's Honor Society, shares some ideas to get your kids reading, and keep them reading, because studies show that kids who read regularly for pleasure become better readers and enjoy more academic success.

First, read together as a family. Try turning off the TV for fifteen to twenty minutes a day and turn to books for entertainment. Share a classic tale from children's literature as a family; have your kids read to you; read to an individual child; ask an older sibling to read to a younger sibling, or vice versa; see that each family member (including yourself) is curled up with his or her own book.

As you read out loud, take time to discuss what you're reading. And talk about the books you're reading individually — at the dinner table, in the car, at bathtime or bedtime — whenever and wherever two or more of your family members are gathered together. Secondly, make sure that there is plenty of reading material in your home. Subscribe to a variety of magazines and newspapers; buy books for birthdays and other holidays (and encourage others to do so as well); visit the library with your kids, and make sure that they have their own library cards.

Additionally, allow your children to pick their own books. Certainly, you can steer them toward good literature, and you don't want them reading anything that you feel is inappropriate for them; but kids who make their own choices are more likely to become engaged in their reading.

What about children and teens who don't want to have anything to do with a book? There's nothing wrong with supplying incentives, and they don't have to be cash. Having your kids read to earn a special outing or dinner, a book that they choose from a book store, or even a certificate of achievement can spur on many reluctant readers.

Also, don't forget enrichment activities. Children who have the privilege of an array of experiences, such as visiting museums, attending theatre and concert events, or being involved in library and other community activities, invariably become better readers because they have a broader base of background knowledge to bring to their reading. (By the way, did you know that if you have a Chicago Public Library Card you can check out free family passes to Chicago museums like the Children's Museum and the Shedd Aquarium?)

So give yourself a break — and your children. Take a few minutes to relax with a book, browse in your local library, or laugh along with your kids at a Saturday matinee. You'll invigorate yourself as you provide your children with one of life's most precious gifts — the gift of literacy.

**Next edition of The Innovator is September 22nd.
Deadline for submissions is September 15.
Send materials and letters to The Innovator office**

Some say good-bye

by Dion Paul

The College of Arts and Science (CAS) said good-bye to four international exchange faculty members on August 1, 1997 in the Hall of Honors: Antonio Canario, professor of Spanish Language Culture; Zhang Lei, professor of Chinese Literature and Culture; Nakako Monden, professor of Japanese Language and Culture and Miki Takeo, also a professor of Japanese Language and Culture.

Dean of the College of Arts and Science Roger Oden, said that reciprocity is needed on behalf of GSU. Oden expressed how delighted he was to have had the experience of meeting such "wonderful people." Dean Oden said there is a reason they've selected these experts in Chinese, Japanese and Spanish.

Spanish is the most widely used language in the United States. Japanese is the language of the world's most powerful economic entity. Chinese is the language of the 21st century. The world is evolving into a global market, and it is necessary to know other languages and cultures.

Dean Oden also said that it was necessary to teach the culture as well as the language with the course because it is all a part of learning. The professors came to GSU on a faculty exchange program, through the aid of

the Institute of International Studies.

Zhang Lei was the first exchange faculty. Zhang Lei will be returning to the People's Republic of China to undertake the position of dean at the Chinese Youth College for Politics. Antonio Canario obtained his master's in English here at GSU. He will pursue his doctoral degree in Spanish Literature at the University of Illinois at Chicago.

Nakako Monden said "I wish to thank Dean Roger Oden and Vreni Mendoza, coordinator of the Office of International Service. I wish I could stay longer, but I have enjoyed myself here."

Miki Takeo will continue here at GSU, but not in the capacity of a professor. She will pursue a degree in education. Dean Oden said "We need reciprocity and that GSU must not always be on the receiving end but on the giving end as well."

On August 27th, Dr. Joyce Kennedy left for Beijing, China to teach English at the Chinese Youth College for Politics. Vreni Mendoza said, "It is sad to see people leave after you have created such a bond with them. I have learned a lot from them, and I hope they have learned a lot from us. I wish them all the best in the future."

Zhang Lei said in closing, "I hope I have made a contribution to GSU," I "I am sure we will meet again. Thank you GSU."

Avoid trains on Stuenkel Road

You can avoid the trains that cross Steunkel Road just east of Governors Highway by using GSU's back entrance.

Here's what you do. Go to Sauk Trail. You can exit I-57 on Sauk Trail east. Sauk Trail also crosses Cicero. Head east on Sauk Trail to Richton Square Road in Richton Park.

You'll go beneath the underpass and make a right just before The Chicago Dough Company. That puts you on Richton Square Road traveling south.

You will come to a "T" intersection. There is a stop sign there. Make a right and follow the curve to the left. You can go into the cornfield if you prefer, but that would be ill-advised.

Anyway, continue to the stop sign at Steunkel Road. Stop, but continue going south (straight ahead). You will see the rear entrance just past a couple of monumental sculptures on your right. Make a right and follow the road into the rear parking lot, or go on around to the front lots.

You'll never wait on a train (on Stuenkel Road, anyway) again.

Get involved in GSU's clubs

Clubs and organizations provide networking and social opportunities. GSU has many clubs and organizations chartered through the Office of Student Life.

Here's a list of most of them, though others may be chartered if you should want to start something up.

Accounting Finance Club, Alpha Upsilon Alpha, Honor Society of the International Reading Association, American College of Healthcare Executives, American Production and Inventory Control Society, Applied Psychology Club, Artforum, Association of Financial and Business Managers, Association of Latin American Students, Black Student Association, Circle K (Kiwanis), Chi Sigma Iota, Computer Science Club, Counseling Association Criminal Justice, Future Teachers Association, Green Group, Global Soccer Affiliation Human Resources Management Club, Infinity Photographers Association, International Business Club, International Student Organization, Intervarsity Christian Fellowship, Justice Studies Organization, Management Information Systems, Club Marketing, Martin/Mandela/Malcolm Minority Business Students Association, Model United Nations Club, National Student Speech, Language and Hearing Association, Nursing Honor Society (Sigma Theta Tau International), Occupational Therapy Student Association, Physical Therapy Student Association, Professional Counseling Club, Professional Nurses Organization, School Psychology Council, Psi Chi, Social Work Club, Society for Native American Interests, Veterans Club, Women in Communications Inc. and the Society for Advancement in Management

For more information on existing clubs or how to start a new one, contact the Student Life Division at extension 4554.

You can study abroad

A changing world compels us to begin looking at education with an international focus," said Vreni Mendoza, international student coordinator at GSU.

"More and more businesses are requiring foreign experience for management positions, and today there is a great demand for a workforce equipped with a global vision and global skills, she said.

GSU students can get that experience through a variety of programs coordinated through the International Studies Office.

For more information, contact Vreni Mendoza in the Admissions Office or call her at (708) 534-3087.

Safety tips from the Department of Public Safety at GSU

Chief Phil Orawiec offers these safety tips to new and returning GSU students.

Remember the GSU emergency number is 111. You can easily and quickly dial 111 from any GSU house or office telephone. The line is staffed 24 hours per day, 365 days per year for immediate police and emergency medical services response.

Use the university's evening escort service when returning to your parked cars at night. As an alternative to the escort service, you can easily organize a class or group "buddy system" when leaving the building to make sure everyone reaches their car safely. Dial extension 4900 for an escort to your car at night.

Community Service Officers will help motorists with battery problems, frozen locks and empty gas tanks. They will also fix flat tires and refer the motorist to a local towing service if unable to fix the problem. An alternative: Avoid studying alone in the building.

If your bag or purse is snatched, don't fight back. Report the incident immediately. Don't mark your key chain with your name, address or license number. Lost keys can lead to theft.

Offensive and defensive weapons are not recommended. Offensive weapons are illegal unless you are specifically authorized by law, and more times than not, unless you are highly trained and proficient, defensive weapons (MACE, pepper spray, etc.) can be used against you.

We recommend whistles or compressed air pocket screamers. Secure bicycles with a sturdy locking device in the stands provided on campus.

Register your bicycle with your local police department. Park cars in authorized areas only.

Keep doors locked and make sure valuables are stored in the trunk. Give a quick look in and around your car before entering.

Have a safe trimester.

What is Psi Chi?

Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating and maintaining excellence in scholarship and advancing the science of psychology. Membership is open to graduate and undergraduate men and women who are making the study of psychology one of their major interests and who meet the minimum qualifications.

Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS). Psi Chi's sister honor society is Psi Beta, the National Honor Society in Psychology for community and junior colleges.

Psi Chi functions as a federation of chapters located at more than 890 senior colleges and universities in the USA. National membership is currently at 306,000. The national office is located in Chattanooga, Tennessee. A National Council, composed of psychologists who are Psi Chi members and who are elected by the chapters, guides the affairs of the organization and sets policy with the approval of the chapters.

Psi Chi serves two major goals. The first is the Society's obligation to provide academic recognition to its inductees by the mere fact of membership. The second goal is the obligation of each of the Society's local chapters to nurture the spark of that accomplishment by offering a climate congenial to its creative development. For example, the chapters make active attempts to nourish and stimulate professional growth through programs designed to augment and enhance the regular curriculum and to provide practical experience and fellowship through affiliation with the chapter.

In addition, the national organization provides programs to help achieve these goals, including national and regional conventions held annually in conjunction with the psychological associations, research award competitions, and certificate recognition programs. Also, the Society publishes a quarterly Psi Chi newsletter, *Eye on Psi Chi*, which helps to unite the members as well as to inform and recognize their contributions and accomplishments.

Students become members by joining the chapter at Governors State. The GSU Chapter is operated by student officers Sherry Troike, President, Jim Odom, Treasurer, and Ann Schuch, Secretary. The faculty adviser is Dr. Darlene Hawkins.

The qualifications for both undergraduate and graduate students are as follows: 1) completion of 20 credit hours of psychology; 2) registration for a major or minor standing in psychology or for a program psychological in nature which is equivalent to such standings; 3) a 3.5 grade point average; 4) high standards of personal behavior; and 5) payment of one life-time national registration fee, which is \$25.00.

The first meeting of the school year is currently being planned. Please check the board outside of the Psych and Counseling office for the date and time.

Know where emergency phones are located

Several telephones are located in various locations in each campus wing. The telephones may be used to access most campus extensions, but, more importantly, they provide immediate communication with the Department of Public Safety, campus security.

Dial 111 in any emergency situation. Security is also Governors State University's emergency medical department. Non-emergency calls to security should be made to extension 4900.

The telephones may be red or beige. They are located in the gym and pool area in A building, the second floor student lounge of B building, next to the elevator in C building, in front of the doors of E building and near the lab in F building.

Additionally, an outside direct intercom is located next to the door by the Department of Public Safety.

Food for thought

by Latonya McMiller

Experience is learning by observation.

Board meetings, executive staff meetings, the CEO -- WOW! I had the excellent opportunity of interning at the University of Louisville Hospital this summer.

The Institute for Diversity in Health Management selected me and 80 other students to work closely with a senior level health care executive. My preceptor was James H. Taylor, president and CEO of the hospital.

As a highlight of the program, I spent a week at the Kellogg Graduate School of Management at Northwestern University learning about financial management and managed care.

As a result of this incredible learning experience, I can truly see myself as a CEO of a health care institution.

I have some food for thought for students who want to be competitive and marketable in the workforce.

NEVER be cocky be thinking that

Never be cocky thinking you have the competitive edge

you have the competitive edge with a degree, a solid GPA, and no experience, for you will fall flat on your face.

In this "cut throat" job market, a degree alone will hardly get your foot in the door. Experience is your key to opening the door to opportunity. By experience, I mean any type of productive "hands-on" training with exposure to real life situations.

NEVER wait for your adviser or program director to give you information on internships and scholarships. As a student, that is your job. It's called education and career management. You are the president and CEO.

Keys to career success after college: 1) Be very focused and motivated. 2) Work harder than hard. 3) Network. Network. Network. 4) Develop your people skills. 5) Jump on every opportunity available to you.

Test your sexually transmitted disease IQ

You may think you know all there is, but your knowledge of sexually transmitted diseases (STD) is probably based more on fiction than fact. Embarrassment about talking to a doctor or other health-care provider may keep you from learning the real facts so you know what is true, what isn't and how you can be protected from getting or transmitting an STD.

If you think you are not at risk, think again. More than eight million people under the age of 25 have an STD, and young adults are at the greatest risk of acquiring them. Why? Because these are your most sexually active years, so you are more likely to have multiple partners, engage in unprotected sex and have partners whose risk of having an STD is greater than most adults.

Take a few minutes to answer Fact (true) or Fiction (false) to the following questions and find out if your STD IQ is high enough to keep you safe. Then, if you have children in an at-risk age, take this test home for them.

- 1.) I can't get a sexually transmitted disease if I don't have intercourse (penetration).
Fact or Fiction
- 2.) All types of birth control will protect me from STDs.
Fact or Fiction
- 3.) The most common STD on college campuses is human papillomavirus (HPV), the virus that causes genital warts.
Fact or Fiction
- 4.) AIDS is not a problem on college campuses.
Fact or Fiction
- 5.) Viral STDs (like genital warts and herpes) cannot be cured.
Fact or Fiction
- 6.) Condoms provide 100% protection from HPV.
Fact or Fiction
- 7.) All STDs have symptoms.
Fact or Fiction
- 8.) If I get an STD, I'll never be able to have sex again —ever.
Fact or Fiction
- 9.) Women are at greater risk than men for STDs.
Fact or Fiction
- 10.) You can have only one STD at a time.
Fact or Fiction

Answers

- 1.) Fiction. Some STDs, such as genital warts and herpes, can be spread either by genital-to-genital, hand-to-genital, or skin-to-skin contact with an infected area.
- 2.) Fiction. Birth control devices, pills and contraceptive foam and jellies do just one thing: protect against pregnancy. While male and female condoms made from latex help protect against some STDs, they do not cover all areas of possible infection (such as the base of the penis or outer vaginal areas) and may leave you at risk for some of the most common STDs such as HPV and herpes.
- 3.) Fact. The most common STD on college campuses is the human papillomavirus (HPV), of which there are more than 80 different types (two of which cause genital warts). Almost nine percent of all college students have an HPV infection. At one university, a study of female college students found that HPV infections were five times more common than all other types of STDs combined. Other studies have linked HPV infection when you are young to a higher risk of cervical cancer in young women and prostate cancer in men later on.
- 4.) Fiction. While the number of young adults who enter college with or get AIDS during their college years is relatively low (about one in 500), you significantly increase your chances of getting the AIDS virus if you engage in risky behaviors (unprotected sex or sharing drug needles).
- 5.) Fact. Viral STDs can be treated and managed but not cured. Genital warts, for example, can be treated in a number of ways, so don't hesitate to see your doctor if you have or think you have genital warts.
- 6.) Fiction. Viral STDs like genital warts can be transmitted by skin-to-skin contact (touch). Because condoms do not cover the entire anal and genital areas, massage and mutual masturbation can be risky.
- 7.) Fiction. Many STDs, such as HPV, initially cause no symptoms, especially in women. When symptoms develop, they may be confused with those of other diseases not transmitted through sexual contact. Because they have no symptoms, they are easily spread.
- 8.) Fiction. Remember that some STDs like Chlamydia, gonorrhea and syphilis are curable. Others, like genital warts and genital herpes, are not. I can't get a sexually transmitted disease if I don't have intercourse (penetration).

9.) Fact. Because of their anatomy and physiology, women are at greater risk than men for acquiring STDs and the complications related to STDs.

10.) Fiction. You can have more than one STD at the same time because each STD is transmitted the same way, through intimate contact (penetrative intercourse and/or skin-to-skin contact).

If you have an STD, it is very important to eat right, get plenty of sleep and exercise, avoid alcohol, tobacco and other mood-altering drugs and see your doctor regularly. If you are feeling depressed or anxious about having an STD, join a support group or get professional help.

Scoring.

Give yourself 10 points for each correct answer. If your score was 90 percent or higher, congratulations! You are informed, knowledgeable and taking control of your sexual health, so keep up the good work.

If your score was under 90 percent, call the national STD Hotline (800-227-8922) or see a professional.

Student Development offers assistance

by David Sparks

All new students should know the services offered at Student Development, located across from the cafeteria. Student Development is the place that administers the competency exams and much more. Student Development offers remediation for the competency exams, a writing center, course related tutoring, counseling, a testing center and a career services center.

If you want to prepare for the competency exams, workshops and individual tutoring are offered. There is no charge, but students should make appointments for these services.

A new writing center is projected to open in January 1998. Students can receive feedback and have questions answered on any type of writing: lab reports, letters of application to graduate schools, term papers, thesis papers and English

301 papers. If a person experiences writer's block, he/she should come in and receive help generating ideas.

Course related tutoring is offered in algebra, calculus, statistics, biochemistry, organic chemistry, physics, some computer programming courses, all undergraduate accounting courses, economic courses and finance courses. A CPA is available for the accounting courses.

Student Development has received a grant to assist low income, first generation and disabled students in their stay at GSU. These students should come in and see what is available.

Counseling is located in Student Development. The Director of Student Development, Peggy Woodard, as well as the outreach counselors, Pam Bax, Kelly McCarthy and Jessica Skorupa are

Continued on page 13

Computer Crypt

by Chris Cavelle

Well, hello again my fellow computer fiends. As yet another semester falls upon us, I can sense that many of you are looking forward to buying the computer of your dreams. But what if your wallet is empty? What if you can't afford a computer right now?

Believe it or not brothers and sisters, there is a place you can go to use somebody else's computers — and it's absolutely FREE! It's called the Academic Computing Services Lab (ACS), and it's right here at GSU on the 2nd floor in room D2431.

The ACS lab has tons of computers to use (about a hundred or so), and it's a rare day indeed that the computers are all taken.

The types of computers are varied also. They have IBM compatibles with different types of chips, including Pentium and Cyrix. They also have Apple Macintoshes and Power PCs.

What about software? Oh, they have software. There are word processors, spreadsheets, software for the internet, databases, and much more — not to mention the special stuff like C++ compilers so you can make your own software.

They have several operating systems for the IBM compatibles including DOS, Windows 3.1, and Windows 95. And when you have finished with that all important term paper, they have laser printers so you can print it up nice and neat. So you see, they have a little something for everyone.

If you need help with something on the computer, just ask one of the lab aides. They are neither tutors nor there to help with your every need; but if you don't know how to do something in particular or need a new idea, just politely ask them and I'm sure they'll help.

Not only can you use the computers, but they also have free E-mail and internet usage. (My favorite word is free.)

All you have to do is make sure you have a current school ID, then go up to the ACS lab and ask to sign up for an E-mail account. It takes about a week.

Then, lo and behold, you have an

E-mail account which will allow you to send and receive messages through cyberspace.

In addition, your new E-mail service can also be accessed by home, and when you get an account, you get (I love this word) FREE internet service. When you get your E-mail, just tell the aides that you would like to access it at home also. You can always use the internet for FREE (I'm getting aroused) in the lab.

For those of you that are interested, check it out but beware; the ACS Lab has rules you must follow which have been marked on the door.

The hours of operation during the Fall semester is Sunday, 1-9 p.m., Monday thru Thursday, 8:30 a.m.-10:30 p.m., and Friday-Saturday from 8:30 a.m. until 5:00 p.m.

If you have any questions or comments, E-mail me at: c-cavelle@govst.edu. In upcoming issues, I will delve into some deeper issues; but right now, I gotta go wax the coffins. By the way, did you catch my pun? Farewell Cryptsters.

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The Writing Center is there to assist you

by J anice Simms

What if . . . There was a place on campus where someone could help you organize your thoughts in a clear and coherent manner for your next paper? What if . . . There was a place on campus where someone would assist you with your questions about sentence structure, grammar and punctuation?

What if . . . There was a place on campus where you could get help in preparation for the proficiency exam? Or, in writing your application letter for graduate study? Or, on citation styles for your papers?

And, what if these services were all offered in a non-graded, non-threatening atmosphere on a one-to-one basis?

"In your dreams!" you say.

Yet, here at Governors State University that dream is a reality. All these services and more are offered free to the university community as part of the Center for Learning Assistance. The Writing Center, located in room B1215, may just be one of the campus' best-kept secrets.

That is quickly changing, however, because the center's director, Carolyn Benjamin, has networked with faculty and students, increasing the university community's awareness of the services offered by the writing center." Carolyn has done an excellent job in coordinating our writing tutorial services," says Peggy Woodard, director of student development. "In fact, she's done such a good job that I think our requests have increased because she's networked with faculty . . . and our needs have really grown a great deal in the last four years."

The soft-spoken Benjamin credits Muriel Harris of Purdue University, whom she calls the "guru of the writing center," with stating the purpose of a university's services. Harris writes, "Although writing centers may differ in size, specific services, source of staffing and organizational procedures, they share [some] approaches." Among these are: one-to-one setting. Consultants as coaches and collaborators, not teachers. Focus on the student's individual needs. Encouragement of experimentation and practice. Writers work on writing from a variety of courses. Availability of center for students at all levels of writing proficiency.

Simply put, "A writing center is a place where any member of the university community can come to talk about writing," Benjamin says. "We help people at all levels from beginning to graduate students. I think it's a valuable service."

James Williams, university professor of rhetoric and director of the Writing Across the Curriculum program agrees whole-heartedly. Asked how he would rate the importance of the writing center, he remarked, "On a scale of one to ten? Probably an 11!"

Lola Thomas, a student in the Board of Governors degree program from Glenwood, has found the services of the writing center to be extremely helpful. "I decided to come because I didn't like the results of my papers, and I wanted a better grade," she says. "It's been a big help for me. At least when I leave here, I'll know a lot more than before I came."

Although students may be referred to the writing center by a teacher who becomes aware of a writing problem, no referral is needed to use the services offered. "Students can stop in. They are encouraged to," explained Benjamin. "I fear that a lot of people still have the image that the writing center is remedial, and it's not."

"One of the myths of writing centers, which is true not only of our, but of every writing center on every campus coast to coast, is that writing centers only deal with students who need remediation. That's not true. In full-blown writing centers, probably 25 percent of all the students who come in are students who are doing very, very well, but they are highly motivated, very ambitious and they want to do even better. The writing center is a campus/community resource," Williams stated. But, remediation remains a very important aspect of the writing center's services.

In order to comply with the Articulations Initiative issued by the Illinois Board of Higher Education, upper-division universities like Governors State are not permitted to offer courses in basic composition like those offered at community colleges. Therefore, the remedial services offered by the writing center become very important.

Governors State has a standard of expectation in writing skills for its incoming students. For a number of reasons, not every student has achieved a satisfactory level. "The idea is that anyone who goes through a freshman composition course at any school in any state should have equivalent skills. That's the idea, but that's not reality," Williams emphasized. In addition, "many other students had freshman composition 10-12-15 years ago, so they have fulfilled the university requirement for composition; however, they've had no opportunity to practice or develop the skills they learned."

"The initiative will not allow GSU to offer remediation. Period. The writing center then becomes the focal point for students who need help in written communication that they're not going to get anywhere else. So, that's why the writing center is so important," he continued.

"The need is there," added Jean Cuthbert, a consultant in the writing center and graduate English major from Bourbonnais. "Students are not always prepared for classes, and they need this support. We provide that support."

For Peggy Woodard, the writing center has two goals: "1) To help students get through to graduation, and 2) to go out into their careers being

able to write effectively." In career services, which is also a part of student development, Woodard notes, "We find employers wanting people who can write well. I do think that makes a big difference in how well they [students] do in their careers. I don't think they really understand how important it is to be able to communicate in writing, and we try to reinforce that."

A good deal of what is done during a 45-minute appointment with one of the writing center's consultants is talking.

"A lot of what we do is ask questions," says Benjamin. Students bring in a professor's written assignment sheet, the paper they are working on and their specific questions. "We do not write papers, nor do we proof-read," she emphasized. But, "we do ask questions. Does this sound clear? . . . Do you need to explain this more? . . . How else could you say that? Our goal is to make writers independent." Students are encouraged to make appointments early. "Don't wait until the day the paper is due," Benjamin warned.

"We also have many handouts that students can pick up when they stop by," she added. A few of the many handouts available at the writing center include: "Proofreading/Editing Strategies," "Planning an Essay," "Applying for Admission to a Postgraduate Program" and "Introduction to the Web: Web Site Evaluation."

Computer assistance is also available in the writing center. "One of the areas Benjamin is really working on is to have some individualized tutorials where students can work on papers and have someone available to help them with revision and so forth," Woodard pointed out. Students are also encouraged to bring in their papers on a disk for consultation.

Benjamin is also working on a home page for the writing center. Though still under construction, the page promises to be a valuable tool for GSU students. When completed, students will be able to link with writing centers and services around the country. "You could, say, go to the Purdue page where they have an enormous amount of handouts which are a good resource for teachers," she remarked.

All writing center handouts will be available online which will be helpful, "especially for those distance learners, students who aren't on campus or can't get here very easily." The writing center page will be part of the student development home page which Woodard expects to be online within the next few weeks.

Workshops offered by the writing center also provide a helpful service. The most popular, a workshop on APA style, will be offered several times during the spring/summer trimester. Throughout the year workshops are also conducted to prepare for the English proficiency exam, and the center will design a workshop if there is a specific need.

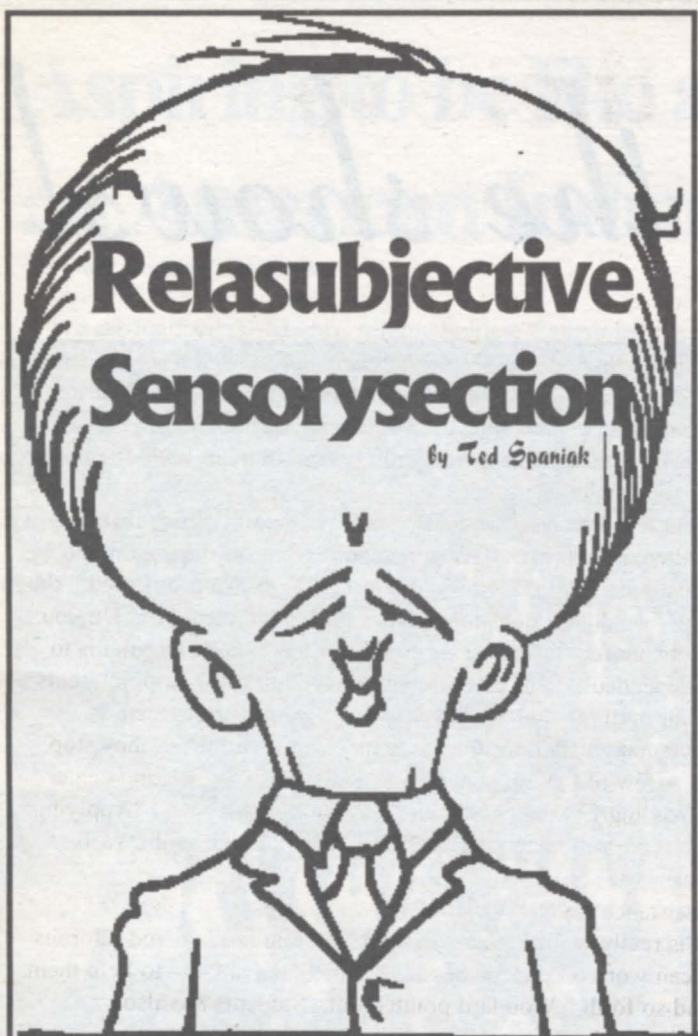
If you gather a group of eight or more classmates and friends, the center will help you form your own workshop group. Students are encouraged to sign up early for workshops.

The writing center is an invaluable resource available to the university community at no cost. Williams described its value by saying, "It would not be desirable to have any kind of program without a writing center. It would not be desirable to have a university without a writing center."

The best instruction with respect to writing takes place in writing centers, not in the classroom. To provide that instruction, you have to have quality people and quality facilities, and we're making some steps in that direction.

Colin Powell's Rules

1. It ain't as bad as you think. It will look better in the morning.
2. Get mad, then get over it.
3. Avoid having your ego so close to your position that when your position falls, your ego goes with it.
4. It can be done!
5. Be careful what you choose. You may get it.
6. Don't let adverse facts stand in the way of a good decision.
7. You can't make someone else's choices. You shouldn't let someone else make yours.
8. Check small things.
9. Share credit.
10. Remain calm. Be kind.
11. Have a vision. Be demanding.
12. Don't take counsel of your fears or naysayers.
13. Perpetual optimism is a force multiplier.



Sentences Guaranteed to Have Never Been Written Before

Flickie thought her relatives' tribute to Liberace went downhill when Uncle Dick swerved off the side of the road and scattered the plate-spinners like birds spooked by obese children with Popsicle stains on their shirts and fluorescent condoms in their pockets they'd stolen from their father's ugly, "authentic woodgrain" dresser in the joyful delusion that they had found the "magic balloons" they had heard so much about.

Do you have a sentence that has never been written before? Try submitting it to the INNOVATOR. If we print it, you'll receive a pony with the GSU logo embossed on the saddle and a stick to poke in your eye. Write one today!

Discretely Passionate Ranting

Women of the World Unite

After wearing spike heels on stage for 10 years, my wife told me that she was glad that her feet didn't hurt. She's not a chanteuse (chick singer) anymore; she's a teacher who doesn't have to worry about being alluring and untouchable — well, maybe untouchable. But it made me think, "If women really want to be a credit to their gender, they should all revolt against high heels. These shoes ruin your feet, give you spider veins, and were obviously designed by, or with, men in mind. C'mon ladies. Burning bras was a waste of time. Did you think men would be upset about that? Sheesh. If you want to make a point, burn your freakin' high heels.

Eating Reality

I was eating a brownie, I think it was from Pepperidge Farm, when I noticed something odd on the package. It said, "All real ingredients." I began to worry. I had never questioned whether the ingredients in anything I was eating were real before. Had I actually consumed fake ingredients in the past? I shuddered at the thought. How did this get past the FDA? Then I really started to worry. I looked at all the food in my house. On no other packaging could I find assurance that the food contained real ingredients. I've been eating nothing but those brownies ever since. At least I know they're real.

Wailing on the Wall

I believe in balance. I'm a very yin yang kind of guy. That is why I'm a little put off by GSU's "Wall of Truth." If we're going to have a "Wall of Truth," then we definitely need a "Wall of Lies." It's only fair. Also, it is specious presumption to think that truth can even BE defined. This is especially ironic because the "Wall of Truth" is situated in a university — a place where subjectivity and relativity take on gargantuan proportions — and any thinking person who goes through four years of college will definitely come out knowing a lot less at the end of his or her education than at the beginning. But that's the beauty and the paradox of an education. Thus, the concept of a "Wall of Truth" in a university is ridiculous to anyone who has been paying attention.

Procrastination Martyr

by Jessica Skorupa
(with Ted Spaniak)

As a counselor, I've seen many anxious people trying to master time management. Often, this quest for organization follows a particularly harrowing experience with a research paper. I have reconstructed the following scenario from bits and pieces of many angst-ridden testimonials. Be careful; this could happen to you.

The first class session in World History seems very invigorating until you are informed that a typed, ten-page research paper with three references is due by the end of the term. You are besieged with panic but relieve yourself with the small consolation that the paper is not due for 16 weeks. A spurt of confidence emerges as you overcome your anxiety proclaiming, "This will be the best paper ever written in the history of the university."

For the first half of the term, you avoid working on your paper. After all, how can you pick a topic before you know anything about world history? Then one day, your professor reminds the class that there are only four weeks left. You gasp in despair and disbelief, horrified at the realization. You have other projects and papers due, final exams and the holiday season to contend with! Life is cruel.

A nasty case of the flu the following weekend renders you far too queasy to study, but you are struck with a new insight: Next weekend is Thanksgiving, and you'll have four full days to study. On the day before Thanksgiving, your mother requests that you pick up your Uncle Eggbert at the airport. His plane is delayed for three hours. Unfortunately, this precious time you could have been studying is spent in the terminal, hunched over Cosmopolitan.

A thick, blue guilt envelopes you. Why weren't you prepared? Why didn't you have your materials with you? You resolve to duct tape your back-pack to your body. You feel better. On Thanksgiving, you inform your mother that you must work diligently all day, taking only an hour to join the family for dinner and resuming your project immediately following dessert.

However, after reading the same paragraph in your textbook five times, you tell yourself, "Gosh darn it, that turkey died for me!" It's okay. Tomorrow will be the most productive day in the history of the university. The next day at the library, a few hours of productive reading come to a grinding halt when you meet an old friend.

"Lunch? Oh my, yes," you agree. "But I must get some more studying in later today." Lunch is clipping along very nicely until your friend chokes on a bone from the boneless fish she ordered. You and everyone else in the restaurant actually get to witness the Heimlich maneuver. The paramedics come. You lose your edge.

The next two weeks are fraught with peril: romantic quarrels, callous instructors who think their class is the only concern in your life, Uncle Eggbert who has prostate surgery. On the day before your paper is due, you ceremoniously open your text book with the idea that you will write your paper on the first topic you encounter. AH-HA! The fall of the Roman Empire! You're only concerned if the topic is broad enough to fill ten pages.

At the library, you decide your references will be your textbook, an encyclopedia (a really good one), and another history text. You feverishly type the encyclopedia entry verbatim (in quotes of course) and then restate the entire passage in your own words. The other references are utilized in a similar fashion; but much to your dismay, you have written only seven pages.

At this point, you narrow the margins, enlarge the font, and restate the encyclopedia entry a third time until you have reached the middle of the tenth page. "Close enough," you declare. Wearily resting your head on the pillow late that night, you resolve that next term, you will write the best paper ever written in the history of the university.

**Tomorrow will be
the most productive
day in the history of
the university.**

Top 10 things to tell your professor when you didn't do that research paper

10. Look, I'll mark "strongly agree" on the entire evaluation, and we'll call it even.
9. I ordered one over the internet, but it hasn't come yet.
8. I'm 21-freakin'-years old! I was at decadent parties with irresponsible peers. Gimme a break, will ya? It's not my fault!
7. I'm 41 years old! I've got a job, 2 kids, 3 classes, and 4 freakin' pages done — take it or leave it!
6. This whole university is way too hung up about the linear time thing.
5. I was doing research on the net and the next thing I knew, it was Thursday. I was either abducted by aliens or caught in a chat room.
4. My [insert name of loved one] died. (Don't forget to keep track of dead relatives in case you get the same professor again.)
3. Think of it this way: You don't have to waste your time over the weekend reading another sophomoric, under-researched and poorly written paper about something I don't care about, and you're completely sick of that would have gotten a D minus 25 years ago but, because the system has dumbed down the standards and students are unprepared, you give it a B so you can keep the enrollment up and look good as a teacher.
2. I have a two-year old and a dog; one of them ate it.
1. I assure you, dar... I mean — professor — I will be discreet.

What's up with the shows!

Live at The Center -- don't miss "A Chorus Line!"

By Karen Piejko
Entertainment Reporter & Editor

One of the longest running musicals in Broadway history is coming to The Center For Performing Arts at Governors State University on Friday, September 26, 1997. As the signature song goes, this musical is "One, Singular Sensation" and is not to be missed. Did you ever wonder what it takes to be a Broadway chorus dancer? Then this show is for you!

"A Chorus Line" provides a poignant, in-depth look at the lives of chorus dancers. The story begins at the final round of auditions for a Broadway show. Zach, the director, has narrowed it down to 26 dancers, but due to the minimal production budget, only eight of them can be cast. To make his final, cut the director asks each dancer to tell a little bit about themselves and why they want to be a dancer. This results in a highly entertaining series of realistic autobiographies that are based on the experiences of real-life dancers.

What happens when a dancer is injured? What if a chorus dancer gets a big break and lands a leading role, and then returns to the chorus line after that play is over? Will the other dancers be jealous? Will the dancer be able to return? If the dance is a perfect ten, but the dancer's appearance ranks a three, can she still be dancer?

These are only a few of the dilemmas that are presented in this fast paced drama, spiced with comedy, strong language and an exceptional musical score. While the emphasis is mainly on the problems dancers face, the triumphant grand finale makes it all worth while.

"A Chorus Line" boasts hit songs such as "One," "What I Did For Love," "The Music and the Mirror" and "I Hope I Get It." The tantalizing script was written by James Kirkwood and Nicolas Dante, the catchy music by Marvin Hamlisch and the fabulous, in-your-face lyrics are by Edward Kleban.

"A Chorus Line" originally opened on Broadway on May 21, 1975. It would eventually become a motion picture, but the camera can not capture the exhilarating magic of experiencing it live.



You can experience "A Chorus Line" live at the center, don't miss this once in a lifetime opportunity to live the rigorous, but rewarding life of a chorus dancer! Call the box office at (708) 235-2222 for details.

The Season at The Center

Following "A Chorus Line" the 1997-98 season at the Center for Performing Arts at GSU continues with a magical evening of piano with solo artist George Winston. On Saturday, October 11 at 8 p.m. Winston will perform melodic pieces from his well-known seasonal recordings and his latest CD "Linus and Lucy," the music of Vince Guaraldi.

The Especially for Kids series begins with a Saturday performance of "The Lion, the Witch and the Wardrobe" on October 18 at 11 a.m. This presentation has been proclaimed by the Los Angeles Times as "inspirational magic that has captivated audiences for decades."

The season brings magic to The Center for Performing Arts at GSU. A classical brunch series begins October 21 at 1:30 p.m. with the Scholars of London. Through their music you can experience the sounds of the European Renaissance through the Classical Period of musical civilization. Brunch will be served from 11:30 a.m. until 1 p.m.

Reservations are required. Hubbard Street Dance Chicago returns to The Center on Saturday, October 25 at 8 p.m., after spending the summer touring Europe. Last year's performance sold out in two weeks.

The children's season continues on November 22 at 11 a.m. with the high seas adventure "Swiss Family Robinson. Tickets are only \$7 and going fast.

The holiday season begins with a miracle, the national tour of "A Miracle on 34th Street," that is. This is holiday musical presented at 8 p.m. on November 28, will have everyone believing that Santa Claus is alive and well and living in us all.

The miracle continues throughout the holidays with the Salt Creek Ballet's production of "The Nutcracker." You will be swept up in the dreams of a little girl as Christmas comes to life. Prima ballerina Yan-Chen and her partner Keith Roberts from New York's highly acclaimed American Ballet Theatre, will provide one of the most magical evenings in the theatre you will ever know.

That concludes 1997 but 1998 will bring more magic to The Center. Tickets are on sale now for all events. GSU staff, faculty and students save 10 percent on advance purchases anytime. Subscribers save 15 or 20 percent on the entire season.

To make reservations call (708) 235-2222 or stop by the box office Monday through Friday from 10 a.m. until 4 p.m.

Something to do on a Monday

By Karen Piejko
Entertainment Reporter & Editor

From an entertainment standpoint, Monday can be the most boring day of the week. Traditionally, theatrical venues are closed, comedy and music venues usually feature the acts that nobody really wants to see, and family entertainment is nearly impossible to find. On Monday, September 22, 1997, Marriott's Lincolnshire will break the boring Monday mold, and offer affordable family entertainment for a worthy cause.

The nationally acclaimed Brackney's Madcap Mutts will perform in the theatre at 7 pm. These incredible dogs have appeared on CBS-TV's "David Letterman Show," the nationally syndicated "Regis and Kathy Lee Show," on Broadway in "The Will Rogers Follies" and in "Holiday On Ice Europe." Their high-energy, fast-paced show will delight people of all ages.

The animals in this act are adopted from shelters and pounds all over the world. The dogs are housed, fed and trained to do tricks suitable to their ability. The animals are never abused, and they learn their tricks through positive reinforcement, rather than punishment. This hilarious comedy revue features the human talents of Tom and Bonnie Brackney, and the diligent performances of highly trained dogs.

Tickets are \$15 for adults and \$5 for children aged 16 and under. The proceeds will benefit Orphans of the Storm, a local shelter for abused, neglected and homeless cats and dogs. Tickets can be purchased by calling either Orphans of the Storm (847) 945-0235 or the Lincolnshire Box Office (847) 634-0200.

AIDS Walk 8 Chicago

The AIDS Walk 8 Chicago benefit is scheduled for Sunday, September 28. Registration begins at 8:30 a.m. at Monroe Harbor where Randolph meets Lake Shore Drive in Chicago.

Entertainment will begin at 9 a.m. followed by opening ceremonies. The "Walk Step Off" begins at 10 a.m. After the walk there will be a concert by Poi Dog Pondering and others, as well as food vendors.

For more information or to be a sponsor or participant, call (312) 422-8200, extension 8440. Early registration is from September 25 to 27. Corporate sponsors and walk teams are welcome, as are volunteers.

Student Development

Continued from page 9

highly competent in handling students problems.

Pam Bax specializes in handling disabled students. The Counseling Center offers a variety of profile and interest tests such as the Meyers-Briggs type indicator test and the Strong-Campbell tests. Counselors will determine the type of test based on the student's needs. Undeclared advising also occurs in counseling. However, marriage and couple therapy is not available.

Gwen Seibert runs a testing center that administers the competency tests, ACT, PEP, NLN (National League of Nursing) and CLEP (College-Level Exam Program) examinations as well as the Constitution test. Some independent and correspondence course examinations are available.

If a student seeks a job, James Opon, associate director of Student Development and Career Services, offers students and alumni services to assist in the job search. A student can have his/her credentials compiled and distributed to employers across the nation. Career Services offers resume writing workshops, interviewing workshops, job search workshops, job fairs, resume critiquing and job listings. An education hotline listing school positions is available. This listing, which is updated every two weeks, can be mailed to students who provide self-addressed, stamped envelopes.

Students are welcome to take advantage of these great services. Student Development is happy to assist in the GSU educational experience.

You can't avoid the competency exams

All fall incoming students should address a requirement that they can't avoid -- the GSU Competency Exams. These exams are required to prepare students for success at GSU and for success beyond the university.

Three types of competency exams await students at the beginning of the term: the English competency exam, the math competency exam and the reading competency exam (for elementary education majors only).

These exams must be attempted

in the student's first trimester of attendance (Fall 1997) by all new degree seeking students. Failure to make this attempt will result in prevention from registering for the following trimester -- Winter 1998.

Furthermore, the students must pass these exams in the second trimester (Winter 1998) in order to enroll for the third trimester.

Failure to pass the second trimester will result in enrollment in a workshop for math remediation and enrollment in English 301 for English remediation.

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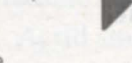
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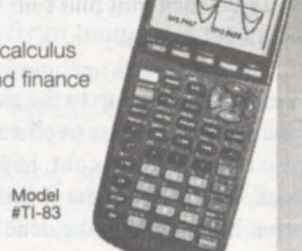
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It Won't Pay the Bills

In this issue, we are featuring the poetry of GSU student, Valerie Weber. Perhaps her magical ability to create vivid imagery while conjuring a melange of abstract pleasures comes from her multifaceted personality. Amazingly, even though she is a graduate student in psychology, she is devoid of attitude and actually has a good relationship with her parents. In fact, Valerie represents one of the world's most bizarre oddities: the poet without pain. Enjoy.



The Perfect Meal

I never realized how hungry I was until you laid the plate in front of me. Sure, there were pangs, and my lips would part at the hint of a sweet aroma. But never could I have imagined I would have so recklessly gorged myself.

The first course a delicately wrapped sweet and sour innuendo, danced teasingly on the palate which is my tongue. The second course a coarsely chopped aggression, citrus and sublime in its artful making. The entree, Ah ha! How quickly I could forget the previous courses when flaming, fleshy medallions filled heavy with the cream of desire are brought to my table! Lastly dessert, what's this? A coy nod of the head, a wet smirk, rolled in phyllo dough.

Ways to Conceive a Thought in the Woods

You are walking, and you remember that once somebody told you you had nice eyes, the kind of eyes that look like what you get when you pluck all the petals off a daisy.

You are looking up to the sky, you see a crow pass overhead, you are lying on a cold, large rock, and you wonder if this is what it feels like to be dead.

Your feet pound on packed trail and dried pine needles reminding you of the time you slept all day under crisp, wind-blown sheets.

You are crossing over the water and almost fall from a slippery rock, and you have the same hot feeling you had when a boy first touched you in the dark.

As you reach the end of the trail, the thicket begins to thin, and your heart beats faster the same way the heart of that sick mouse beat when you held it in your hands.

You think twice about picking a flower to bring home because you remember how you felt when you knew someone had been through your desk.

Drawers

The drawers drew me time and again. I didn't want possessions, I wanted the glow of beads in glass ashtrays though no one in the family smoked anymore. I wanted to escape the summer smell of relatives stacked in the kitchen, each aunt wearing her favorite perfume. Have you been through the dining room drawers - and looked through all the dented thimbles?

That summer, I rolled down the hill in Grandmother's back yard, getting my face close to the ragweed and the Queen Anne's lace. Even at my age, my heart thumped at the thought of all those sheet metal screw and yellowed linens.

And that summer my grandmother died after a hail storm of cooking and cleaning. On her death bed, she said she didn't believe in God anymore. Grandmother could hardly remember names and I stood in the doorway of the bedroom trying to fix my eyes on something, settling on the brass handles of the chest of drawers. Jesus, I could not pull in my air.

Later, people talked about whether the food was good, whether they gave her too much morphine. I looked through a Tupperware box and I think I saw one of Grandmother's eye-lashes among the tangled necklaces.

Geometrist

You are my Euclid, having figured out the angles that have bruised others. Surely nights have passed, even before we met, when you stayed up to piece what it is that makes our points meet. A rough block might have stood in your bedroom. You worked it until every curve, every bump, every arch, fit. You are my triumph. Not just a badge to wear on my breast, but a huge statue in my front yard declaring I won.

A Guide to Meeting People

It's all very simple... People wear their wants on their sleeves. See that woman? Over there by the water fountain? Her sleeve says, "Watch my hair; it grows when you touch it. Acknowledge that mole on my knee and it will become your third eye." She always has plants by her panes. She looks at pictures of naked women and she daydreams about perfectly painted toes. Approach her with a flower in your lapel and a copy of All Creatures Great and Small.

How about that man by the public toilet? His sleeve has more folds, more chambers; it's a relief map that even shows caves. There are road blocks, bridges washed away, fallen rocks. This one will take more time. His sleeve says, "When we go walking I want you to keep up with my steps. When I show you my favorite things, don't feel as though I've revealed anything to you. remember, when I go out for a hunt, I always prefer the sound of my boots on the snowy ground rather than the kill." You bring the bourbon to the picnic. You make up a nickname for him. Chisel through his mountains, slowly rebuild his bridges. Later, at a party, he will hold up his drink, his sleeve high above your head. You will see all the roads, and into the caves, and he won't even know.

There's a girl on that bench in the shade of a tall man. That girl, she is dwarfed; her sleeve is dwarfed. I need a magnifying glass to see the print of her blouse. I have to squint to see the pulls in the fabric. Her sleeve tells me she keeps shells in cigar boxes. She owns a collection of keys that go to no known locks. Her sleeve says, "I wish I was a rabbit and that you would try to watch me from your balcony. But I would always get away before you found out whether I was a boy or a girl." Serenade her even though she lives on the tenth floor. Trust me, I know these things.

The Bed

I grew this bed in a pot of dirt in the garage. Summer was all the water to prepare. Winter was the poison and the gloves. Spring was the raising of the grain. Fall was the darkened wood, the smell.

I slept in the bed for the first time last night. It rained early morning, when I woke the bed was damp. The bed grew colored leaves that hung over me. I might as well have been sleeping in a nest of wedding dresses, this consummation complete.

I made this bed because there is always someone out there trying to convince me I am somehow related to the rest of the world, or that I am not. So I stripped them away, I poisoned their skins, I hammered out their imperfections.

The second time I slept in the bed the humidity swelled, and in the slowest of motions, the bed's limbs tightened around me.

Ways to Conceive a Thought in the Woods

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What's up with the shows continued

Karen's Korner**Business Prodigy By Day, Music Star By Night**By Karen Piejko
Entertainment Reporter & Editor

Who says you can't have it all? Not Mary Rodne. This multi-talented, internationally acclaimed communicator has the best of both worlds, that is the music and business worlds! Formerly a library director in the south suburbs, Rodne made a move to the northwest suburb of Bloomingdale where she made music and business history.

By day, Rodne is the director of the Bloomingdale Public Library. Within 10 years time, Rodne has enabled a small library to double in size and become a multi-functional business facility, providing not only literature and advanced computer technology, but also a forum for executive business, a community center, a safe haven for youth, a meeting place for adults, a concert venue for all genres of music and a place to conduct village business.

During her brief tenure, the number of materials increased by 49 percent, patron visits per day increased by 176 percent, the number of questions answered increased by 622 percent, program attendance increased by 141 percent, the staff size was doubled and a 13,000 squarefoot expansion was added. "Being an effective communicator is extremely important," said Rodne, "I must be able to clearly express what is needed and why when I petition the government for funding."

Rodne's communication skills undoubtedly played a major role in the passing of a library referendum, in a town where such tax increases were normally voted down. Rodne is often called to lobby in Springfield for additional funding for items such as computers and arts related programs."

In addition to being the director of the library, I am also the chairperson for many programs co-sponsored by the library and the village of Bloomingdale," said Rodne, "As chairperson for the Family Festival Committee, I help to bring nationally known performers to the village." Rodne took Family Fest, which was a one day event that drew about 2000 people, and turned it into a four day extravaganza that draws over 60,000 visitors annually.

As if that weren't enough, she is also the chairperson of the Storytelling Festival, the Brookfield Zoo/Bloomingdale Community Tree, the Arbor Day/Earth Day Festivals, the Halloween Party, the Ice Cream Social, the Holiday Open House, Breakfast With Santa and the Gazebo Concert Series."

The Gazebo concerts are sponsored by the library and



the village," said Rodne, "We try to provide a variety of musical genres to make it not only fun, but educational as well." The concerts feature locally and nationally known musicians, and are held in the library gazebo, or inside a library board room.

Visitors are drawn from 50 miles around. Rodne is on the Bloomingdale Intergovernment Group and previously worked on the Bloomingdale Board and the Trust Advisory Committee. All of this is in addition to daily communication with staff members, patrons, the government, officials, business leaders, parent groups and advisors. Not to mention the fact that she contends with paperwork, E-mail, regular mail, and telephone calls, while she presides over meetings and appears before the government."

Outstanding communication skills are essential to this business, or any other line of work out there," said Rodne, who repeatedly stressed the importance of a good education and effective verbal and non-verbal communication skills. Rodne was honored with the 1996 Business Person of The Year Award. Rodne's skills and awards don't stop here,

they continue on into her other world, the music world. Her ability to communicate with words won her the business person of the year award; however, it was her gift for communicating with music that won her fame on an international level."

I sing with a group called 'Crackerjack,' and we are part of a larger musical organization called the Village Vocal Chords," said Rodne. 'Crackerjack,' featuring Rodne, competed at the Harmony, Inc. Music Festival in Canada, winning first place at the international level and also won the Area IV Entertainment Award for scoring the highest in the performance category."

The group is a female barbershop quartet," said Rodne, "I sing tenor, which is like a high soprano." This traditional form of American music features four part harmony and is sung A cappella, which requires an enormous amount of concentration, impeccable vocals and perfect timing. In addition to international performances, Rodne sings on a regular basis, and is a local favorite at concert venues and festivals.

Rodne can be heard singing with 'Crackerjack' on the compilation CD from the Harmony, Inc. Music Festival, and she currently has new albums in the works. Whether she's singing musical harmony, or lobbying the government for library funding, Mary Rodne always gives an award-winning performance.



We welcome Letters to the Editor. You must include your name, address and phone number, though you may request that it be withheld from publication.

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The Polygon Puzzles

by Dennis Thom

Hi, everyone! Welcome (back) to GSU for the 1997 Fall Trimester. The Polygon Puzzles are here to entertain and challenge you. Stop by Student Development if you have any questions about the puzzles. Today's puzzles are about famous people from Chicago and balance scales.

1. Palmer, Field, Shedd, Adler and Morton all have favorite cities they visit. Though not necessarily in this order, they are Geneva, London, Paris, Rome and Athens. From the clues below match each person with their favorite city.

- A. Morton's is not Rome or Palmer's is Geneva.
- B. If Adler's is London, then Shedd's is Athens.
- C. Field's is Paris or Morton's is Rome.
- D. Palmer's is not Geneva.
- E. Adler's is London or Fiel's is not Paris.

2. You have four quarters. Three of them weigh the same but the fourth is heavier than the other three. If you have a balance scale you can discover the heaviest quarter in at most two weighings. Put one coin on each side of the scale. If it's not one of those two just do the same thing with the other two quarters. Our puzzle now is to answer the same question, except this time we have eight quarters, seven of the same weight and the other one heavier. What is the least number of weighings that will guarantee we will discover the heaviest quarter.

- A. 2 B. 3 C. 4 D. 5

REWARD

Can you help the Joliet Police Department find the person responsible for the death of **Jennifer Happ**? Happ was an elementary school teacher and a student in the College of Education at GSU. She was found dead in her home in Joliet in February of 1996.

A reward will be awarded for information leading to the arrest, arraignment and conviction of person(s) responsible for her death.



If you have any information, please call the Joliet Police Department, Investigation Division at (815) 740-2244.

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If you are a GSU student, advertise here free (see page 2 for explanation). Up to 25 words will be listed, but a copy of your GSU student ID must be included. All others, rate are 25¢ per word. Send in or drop off ad and proper ID at "INNOVATOR" drop box in student life or at the Innovator Office, Room A2110. No ID, no free ad. Or, FAX your ad (with proper ID if student) to: (708) 534-8953.

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CLASSIFIED ADS

HELP WANTED

Class Instructors Needed
Project HOPE is seeking individuals to serve as class instructors during the year for students in grades 6-12. Class instructors will conduct four 30-minute sessions in either math or English. The sessions will be held on a weekday at GSU or Prairie State College between 9:30 and 11:30 a.m. The compensation for class instructors is \$40 for a class size of one to 35 and \$80 for a class for 36 to 70. For more information call Jose J. Reyes at (708) 534-5000, extension 5985 (middle school students) or Fredericka Mancha at (708) 534-5000, extension 5979 (high school students).

Computer Instructors & Consultants
Teach Microsoft Office, IBM/Lotus or COREL products to users and technicians. Learn networks and internet. Also need consultants to work on projects. Must have experience in Windows 95 or NT office packages, database or mainframe COBOL programming skills. FAX resume to 708-755-0030 or Call: 708-755-7530. Newell Usher Company 137 W. Joe Orr Road, Olympia Plaza, Chgo Hts IL 60411.

Will the lady who brought in a free classified ad coupon, please come to The INNOVATOR. It has been misplaced. Thanks. Editor.

Painting/Drawing
Students needed for face painting... mostly weekends. Phone Donna 756-2399.

Two part-time student workers needed to assist with general office work, answering the phone and data entry. On-the-job training will be provided. \$7 per hour. Must have college work study grant, be articulate and have good communications skills. Call the Alumni Relations office to apply at (708) 534-4128.

SERVICES

Facing a crisis pregnancy? You are not alone. There is help for you from Birthright at 1-800-550-4900.

Free pregnancy test. Birthright of Chicago, 773 233 0305. Appointment needed.

DAYCARE

Children's daycare two minutes from GSU. Experienced care for children six weeks and older. Educational toys. Computer and music sessions. Other activities, too. Call Su Jawor. (708) 534-0045.

GETTING TOGETHER

Female in mid-40's looking for running partner. I run about 30 mins. inside. Would like to improve speed and run outside. Anyone interested?

Run921

ROOMMATE NEEDED

Looking for female roommate. Have your own room, bath and some furniture. Bus stop in front of the bldg. \$265 + electric & cable. Call (708) 747-2576.

ANSWERS TO THE POLYGON PUZZLES

1. Morton - Geneva
Palmer - Rome
Adler - London
Shedd - Athens
Field - Paris

2. Two. Put three on each side of the scale. If they balance, then it is easy to test the other two to see which is heavier. If they do not balance, remove all six and take the three from the heavier side and try just one of those on each side.

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To respond to one of our "Getting Together" ads, write to the Code name on the bottom right hand corner of the ad. Bring it or mail it to The INNOVATOR office at GSU, University Park, IL 60466.